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ABSTRACT

The purpose of this report was to assess six Technical Assessment Curriculum Development (TACD) projects funded by the U. S. Office of Education in 1975, 1977, and 1978, and awarded to five institutions of higher education. The goals of the TACD projects were to assess appropriate training competencies needed in local and state educational agencies for the planning and administration of community education programs, and to develop an appropriate training curriculum and training materials for community leaders, administrators, related personnel, or community teams at local and state educational agencies. The report contains specific descriptions, summaries, and findings from the surveys of TACD projects. Chapter 1 presents a description of the study methodology and procedures. Chapter 2 contains the findings, activities, and curriculum materials from the six projects. Chapters 3 and 4 conclude with a summary and synthesis of TACD projects with considerations for the future. (Author/MLF)

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TECHNICAL ASSESSMENT CURRICULUM DEVELOPMENT (TACD)

AN ASSESSMENT REPORT - VOLUME I

U.S.O.E.

G007804718

September 15, 1978 - September 14, 1979

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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A PROJECT

OF THE

DIVISION OF ADMINISTRATIVE AND ORGANIZATIONAL STUDIES

COLLEGE OF EDUCATION

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WAYNE STATE UNIVERSITY

DETROIT, MICHIGAN

EA 012520

TECHNICAL ASSESSMENT CURRICULUM DEVELOPMENT:

A RESEARCH REPORT

Developed pursuant to Contract No. G007804718 under the direction of Burnis Hall, Jr., Ed.D., College of Education, Wayne State University. Funded by the U. S. Office of Education under Title IV, Section 405 of the Education Aments of 1974 (P.L. 93-380) "Community Schools Act" for the interim period September 15, 1978 to September 14, 1979.

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PREFACE

The purpose of this project was to assess the six Technical Assessment Curriculum Development (TACD) projects funded by the U. S. Office of Education in 1976, 1977, and 1978. More specifically, the goals of this project were:

1. To describe, summarize, and synthesize the major findings of the TACD projects.
2. To assess the impact of the TACD projects at the local, state, and university levels.
3. To enumerate and describe the future thrusts for new federal Community School programs (i.e., TACD).

Competencies for seven distinctive leader roles are presented as they were identified by empirical analysis. Chapters Two through Seven provide the reader with information regarding the TACD projects' goals and objectives, methodology, findings, implications, and recommendations for further study.

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CHAPTER 1

INTRODUCTION

SCOPE OF THE STUDY

This study contains specific descriptions, summaries, and findings from the surveys of Technical Assessment Curriculum Development projects. The presentation is divided into eight chapters. Chapter 1 presents a description of the study methodology and procedures. Chapter 2 contains the findings, activities, and curriculum materials from the six TACD projects. Chapters 3 and 4 conclude with a summary and synthesis of TACD projects with considerations for the future.

BACKGROUND

December 17, 1975 was an important day for community educators. On that date, the Community School Act, Public Law 93-380 became effective, thereby providing an important stimulus to the Community Education movement. The Act authorized grants to Institutions of Higher Education (IHE's):

1. To train persons planning and operating community education programs in local educational agencies (TL).
2. To train persons in state educational agencies in planning and providing developmental and technical assistance to community education programs administered by local educational agencies (TS).
3. To assess appropriate training competencies needed in local and state educational agencies for the planning and administration of community education programs and existing training opportunities available with respect to community education (TACD).

4. To develop an appropriate training curriculum and training materials for the training of community leaders, administrators, related personnel, or community teams at local and state educational agencies (TACD).

In 1976, 1977, and 1978 the Community Education Program awarded a total of six community education project grants to institutions of higher education: two projects during the first year, three in the second year, and one project during the third year. Only one institution was funded for two years, so a total of five different IHE's were funded during the first three years. Currently, only limited data is available regarding the purpose, methodology, and findings related to these studies. Hence, the goals of this project were:

*To describe, summarize, and synthesize the major findings of the Technical Assessment Curriculum Development projects (TACD).

*To assess the impact of the TACD projects at the local, state, and university levels.

*To enumerate and describe the future thrusts for new federal Community School programs.

DATA COLLECTION PROCEDURES

Three procedures were used to collect data: in-depth personal interviews with a questionnaire, site visits, and analysis of major findings in each project's final report.

The primary purpose of the questionnaire was to obtain descriptive information on the organizational and operational aspects of the projects, but project directors were also asked: 1) to provide their assessments of the impacts of their project; 2) whether the community education project was still operating; and 3) what suggestions they might have for improving federal grant policies and procedures.

The purpose of the four TACD site visits was to obtain more information regarding both operations and effects than could be collected through questionnaires and the reading of final project reports. At each site the investigator interviewed the project director and/or associate director.

Data in the projects' final reports provided: a) the conceptual underpinnings for each study and major related study questions; b) a description of the data collection procedures and data sources; and c) major findings, activities, instruments, and curriculum materials.

All data from the questionnaire and site visits were collected between December, 1978 and March, 1979. The investigator spent up to two days at each technical assessment curriculum project. Data were analyzed with frequencies and percentages.

In summary, all four TACD project directors completed a multi-page questionnaire, and the investigator visited the following institutions of higher education:

* Arizona State University, Southwest Regional Center for Community Education Development, Tempe, Arizona
* Syracuse University, Center for Community Education, Syracuse, New York
* University of Connecticut, Northeast Community Education Consortium, Northeast Community Education Development Center, Storrs, Connecticut
* University of Florida, Center for Community Education, Gainesville, Florida
* Wayne State University, College of Education, Administrative and Organizational Studies, Detroit, Michigan

STUDY LIMITATIONS

The results of this study are necessarily limited because:

1. The data was based on assessment of six technical assessment curriculum development projects.
2. Project directors and/or associate directors were the major source of data on project activities, operations, and impact. Their perceptions may be biased, understandably.

DEFINITION OF TERMS

Competency

A competency defines the ability needed to accomplish a specific task at a satisfactory level of performance. To be competent is to possess enough knowledge and skills to meet specified demands of the profession.

Community Education

Community Education is a philosophical concept which serves the entire community by providing for all of the educational needs of all its community members. It uses the local school or some other agency to serve as a catalyst to bring community resources to bear on the community problems. (Minzey and LeTarte)

CHAPTER 2

REVIEW OF TECHNICAL ASSESSMENT CURRICULUM DEVELOPMENT (TACD) PROJECTS

The term competency is used with increasing frequency as well as ambiguity in the field of education. The public demands it as a cure for educational as well as societal ills. Educators often view the term with disdain and feel threatened by what are perceived as its implications. Community Education is a similarly nebulous term fraught with visions of citizens flooding the schools with outrageous demands and poorly articulated and conflicting aims and goals dependent upon the groups they, the citizens, represent. Unfortunately, educators often take a defensive stance on such issues and are ultimately left to "live with" controls and regulations imposed by one state agency or another or citizen mandate masked in budgetary limitations. An offensive and active stance through careful research and implementation by educators with citizen participation may well be an alternative. Such seems the case in five research studies (Findings of the sixth study, Syracuse University, were not available as of September, 1979.) addressed to administrative competencies in the field of community education. While the studies are similar in some respects and very different in others, each represents an attempt to define competencies in community education administration and recommendations for further studies and/or use of data. The assessment report herein represents an attempt to describe, summarize and synthesize the major findings of the Technical Assessment Curriculum Development Projects (TACD).

Community Leadership Competencies in the Northeast: A Six State Survey of Urban and Rural Communities[1] defines community education as a process whereby a community assesses its needs and resources for purposes of creating a self-actualizing and humanistic community. The community education coordinator is one who serves as a leader and facilitates in the process. Importantly, demographic uniquenesses necessitate the use of community perceptions in ascertaining leadership characteristics requisite to the establishment of such a program. The purposes of such a study are to describe, as the community perceives them, the competencies important to community leadership, to prioritize those competencies residents perceive crucial to identified community leaders, to identify the frequency with which leadership positions are assigned to people holding various social positions, to construct a statistical blueprint which identifies community perceptions relative to identified use of leadership competencies, to evaluate the objectives of the project, and to utilize the results of the study in institutions of higher learning.

The six Northeastern states involved are New Jersey, Connecticut, Rhode Island, Massachusetts, Maine, and Vermont. Urban areas are those comprised of at least 100 persons per square mile. Rural areas comprise the residual categories of persons not residing in urban areas. Directors of research created research teams consisting of university students to conduct a pilot study designed to refine a research instrument.

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[1]Mullarney, Patrick K. and Indelicato, Gerard T., Community Leadership Competencies in the Northeast, University of Connecticut, 1977.

The Town or City Manager's Office was asked for suggestions leading to a representative sample. All respondents were of voting age and residents of the particular community for three years. The pilot study instrument was a modification of the Lisicich instrument incorporating a smaller, hence more manageable, number of competencies, less professionally-oriented language, and a rating system to delineate the extent to which an identified competency is used. The following statistical procedures were used as well: Frequency treatment, SPSS (X^2), a frequency count/Likert item response, Factor analysis, Alpha Internal Consistency, Chi Square Analysis, Exploratory Factor, and a series of one-way analyses of variances. Results of the study are consistent with its purposes. Rural respondents do not perceive a difference in leadership roles or educational or income levels; however, their responses are significantly different from those of urban respondents relative to sex and race. In addition, the following competencies were identified (See Table 1.):

1. Problem solving ability, including defining and recognizing problems, teaching problem solving methods, and overseeing programs designed to meet community needs
2. Demeanor, the conduct of persons in leadership roles
3. Budgeting and Supervising Competencies, the ability to manage funds and locate additional sources

4. Needs Assessment Competencies, articulation and prioritization of community needs
5. Promoting Feelings of Importance in Community Members, the fostering of community participation
6. Organization Leadership Competencies, facilitation of the organization to meet community needs
7. Leadership Attitudes and Principles, reflection of a belief in a community's potential for self-leadership
8. Management of Change Competencies, facilitation of change in the most efficient, least painful manner through a planning process and communication efforts

In addition to general research results, the study provides two essays assessing the results, one by Joseph Killory and Gerard Indelicato and another by James L. Green. Killory and Indelicato indicate the conceptual competencies, i.e., problem solving, group organization, organization leadership, and management of change are most important, followed by human competencies, i.e., demeanor, promoting feelings of importance and leadership attitudes. Technical competencies, i.e., budgeting, needs assessment are far less important. Further, not only do communities' residents know what they want in a leader, but that leaders generally come from high social positions and are participants in a broad range of activities. The above suggest important implications for leadership training at universities and in-service training

within a school district. They also suggest cooperation and interaction between the university and the community. Green's conclusions are similar with the exception of recommendations to further study the competencies and establish Performance-Based Internships. In addition, he notes the composition of the respondents, the perceived need for public availability of community leaders, and the community desire for a leader who can remain level-headed under pressure. Further study, he noted, ought to be concerned with the nature and variety of power structures as well as the barriers that thwart community involvement.

TABLE 1

ITEM NUMBER, ITEM STEM, AND FACTOR LOADING
FOR EACH OF IX FACTORS

FACTOR I: PROBLEM SOLVING ABILITY

Item Number	Item Stem	Loading
12	To assist community residents in realizing a feeling of personal power that helps them to risk change and take responsibility.....	.47
13	To expand a community's understanding of the social and political forces that operate in their community and other communities	.46
14	To organize people in teams to meet community needs.....	.41
15	To assist community groups to set and attain goals and obtain appropriate decisions through group process.....	.51
16	Gets different agencies and offices to work together to meet community needs.....	.47
22	Helps community residents learn ways to solve problems	.68
23	Helps others see their problems in ways that their problems can be solved	.76
24	To assist community members to learn problem solving techniques.....	.79
25	Helps community residents check on how well programs are solving community needs.....	.73
26	Plans and directs ways to check on how well programs are solving community needs, so that programs can be improved and needed changes made.....	.57
28	To encourage staff suggestions and criticisms.....	.46

TABLE 1 (cont.)

Item Number	Item Stem	Loading
	FACTOR II: DEMEANOR	
27	Uses patience, understanding, consideration, courtesy.....	.69
28	To encourage staff suggestions and criticisms.....	.53
30	Can criticize the ideas of a group without anyone thinking that a particular person has been criticized.....	.42
32	Is able to stay calm and keep personal control in the face of conflict and pressure.....	.58
33	Manages time so that all jobs get done when planned.....	.55
39	Accepts criticism in a way that he/she can improve.....	.53
40	Handles unexpected problems and solves them as best as possible...	.62

TABLE 1 (cont.)

FACTOR III: BUDGETING AND SUPERVISORY COMPETENCIES		
Item Number	Item Stem	Loading
7	Finds and trains good workers who can contribute to community well-being	.41
9	Prepares and uses materials for television, radio, and newspapers so that ideas for meeting community needs can be clearly presented	.46
17	Has knowledge of money that is available in local, state, and federal agencies.....	.79
18	Directs the use of a budget designed to meet community needs...	.83
19	A knowledge of supervision of facilities, activities, and personnel in community programs..	.49
26	Plans and directs ways to check on how well programs are solving community needs, so that programs can be improved and needed changes made.....	.56
28	To encourage staff suggestions and criticisms.....	.43

TABLE 1 (cont.)

FACTOR IV: NEEDS ASSESSMENT COMPETENCIES

Item Number	Item Stem	Loading
1	After determining what a community needs and/or wants, he/she is able to decide which items are the most important and which items can wait for action.....	.68
2	Finds out the values and feelings of people from different races, nationalities and incomes.....	.61
3	Knows different ways to find out what the community NEEDS.....	.54
4	To continually survey the attitudes, needs, wants and problems of the community.....	.67
5	Finds resources which can be used by the community now and in the future.....	.52
13	To expand a community's understanding of the social and political forces that operate in their community and other communities.....	.41
20	Helps the community people to set and to reach goals which will meet the needs of the community.....	.47

TABLE 1 (cont.)

FACTOR V: PROMOTING FEELINGS OF IMPORTANCE IN COMMUNITY MEMBERS

Item Number	Item Stem	Loading
10	Makes community people feel important because they have available knowledge which can be used to meet community needs.....	.70
11	Gets people to accept new ideas and to change.....	.64
12	To assist community residents in realizing a feeling of personal power that helps them to risk change and take responsibility.....	.74
13	To expand a community's understanding of the social and political forces that operate in their community and other communities.....	.54
15	To assist community groups to set and attain goals and obtain appropriate decisions through group process.....	.47

TABLE 1 (cont.)

Item Number	Item Stem	Loading
	FACTOR VI: GROUP ORGANIZATION AND COMMUNICATION COMPETENCIES	
3	Know different ways to find out what the community NEEDS.....	.48
5	Finds resources which can be used by the community now and in the future.....	.54
7	Finds and trains good workers who can contribute to community well-being.....	.58
8	Appears before different groups of people and clearly presents ideas for meeting community needs..	.70
9	Prepares and uses materials for television, radio, and newspapers so that ideas for meeting community needs can be clearly presented.....	.55
14	To organize people in teams to meet community needs.....	.58
15	To assist community groups to set and attain goals and obtain appropriate decisions through group process.....	.51
16	Gets different agencies and offices to work together to meet community needs.....	.60
36	Believes that the community CAN be a better place to live.....	.42

TABLE 1 (cont.)

FACTOR VII: ORGANIZATION LEADERSHIP COMPETENCIES		
Item Number	Item Stem	Loading
14	To organize people in teams to meet community needs.....	.40
15	To assist community groups to set and attain goals and obtain appropriate decisions through group process.....	.45
19	A knowledge of supervision of facilities, activities, and personnel in community programs....	.65
20	Helps the community people to set and to reach goals which will meet the needs of the community....	.46
21	Has had experience handling leadership responsibilities in different situations.....	.48
38	Accepts responsibility for his/her actions and helps others learn how to do the same thing.....	.45

TABLE 1 (cont.)

FACTOR VIII: LEADERSHIP ATTITUDE/PRINCIPLES

Item Number	Item Stem	Loading
32	Is able to stay calm and keep personal control in the face of conflict and pressure.....	.48
34	Does not always need to be the center of attention.....	.67
35	Involves him/herself in the process of changing of the community.....	.68
36	Believes that the community CAN be a better place to live.....	.56

FACTOR IX: MANAGEMENT OF CHANGE COMPETENCIES

Item Number	Item Stem	Loading
6	Finds out who is important and powerful in the community.....	.40
29	To clearly tell what is expected for members of groups.....	.54
30	Can criticize the ideas of a group without anyone thinking that a particular person has been criticized.....	.56
31	Takes well thought-out risks in his/her job.....	.77
32	Is able to stay calm and keep personal control in the face of conflict and pressure.....	.49

A similar study, distinct in its emphasis upon the rural South, entitled, Leadership Competency Assessment for Rural Community Education Leaders[2] was conducted by the University of Florida. This study incorporates several aspects in its definition of community education. The learning process is lifelong, must involve community members in decision making, must be addressed to the needs and desires of the entire community, should be life centered, and equally applicable to any agency or organization which provides learning opportunities to community members. Two problems loom:

1. The rapid growth of community education
2. Insufficient training programs

Trainers are drawn from, and emphasize, urban backgrounds. A rural community is defined as a geographic area of relatively low population density with a preponderance of occupations relating to agriculture and/or extracting natural resources from the earth. The purposes of the study are to determine and verify process leadership competencies and to develop training programs for rural community education leaders. Further, the intent is to survey existing training programs and develop teaching/learning strategies that meet the needs of particular communities or institutions. Methodology

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[2]Zemlo, John S., and Belcher, Marcia J., Leadership Competency Assessment for Rural Community Education Leaders, Center for Community Education, University of Florida, 1978.

incorporates the following: the selection of a Competency Assessment Team (CAT) based upon expertise in rural sociology, community power structure, community education and educational leadership, rural community development, agricultural extension, curriculum organization, home economics, and health; a three-day workshop to facilitate the identification process of leadership skills utilizing the Charette procedure; additional brainstorming sessions and task assignments; a rank ordering of competencies and subcompetencies using a forced-choice ranking procedure; the development of a summary of final rankings and a critique of identified competencies and subcompetencies; and the use of a Likert-type scale to rank competencies in order of importance. The results of the study perceived by both CAT and a National Committee of Educational Expert; includes the following most critical competencies (See Table 2.):

1. The ability to communicate
2. The ability to gain acceptance in a rural community
3. The ability to work with both the formal and informal power structure
4. The ability to handle conflict situations and crises
5. The ability to lead groups
6. The ability to use data in the decision making process
7. The ability to give power to the people in the community

Further, through survey and questionnaire, the research project ascertains the following results relative to training assessment. Such training should include the ability to locate, collect, and analyze data, the ability to lead groups, the ability to supervise and direct community education activities, the ability to initiate structure, the ability to secure and administer funds and grants, the ability to apply data to the decision making process, and the ability to work with other disciplines.

The Curriculum Development Assessment utilizes two one-day workshops, both involving brainstorming techniques. Categories developed from those workshops are: group organization and maintenance, administration of community education activities, problem solving, communicating, and needs assessment and evaluation. Three major findings emerge from the project:

1. While human competencies are perceived most important, conceptual and technical competencies are emphasized in most training programs.
2. There is danger in a training program that emphasizes initiating structure without similar emphasis on the ability to handle change.
3. Failure to develop training programs which emphasize the ability to identify, understand, and work with formal and informal power structures, and the ability to give power to people in the community thwart community education efforts.

TABLE 2

Competency and Subcompetency Ranks by Group

Competency	Teaching/Learning Category	Competency Assessment Team 1st	Competency Assessment Team 2-A	Competency Assessment Team 2-B	National C.E. Experts	Training Institutions or Agencies
1. ABILITY TO COMMUNICATE EFFECTIVELY	Communication	1	1	1	1	3 - 5
a. Writes news releases		8	8	9	10	
b. Makes multi-media presentations		9	9	10	9	
c. Speaks in public		5	6	7	7	
d. Recognizes local idioms		6	5	6	6	
e. Communicates with people regardless of social or educational status		1	1	1	1	
f. Establishes rapport		3	3	3	3	
g. Uses mass media		7	7	8	8	
h. Listens to others		2	2	2	2	
i. Assimilates information		4	4	4	4	
j. Articulates and illustrates community education concept		-	-	5	5	
2. ABILITY TO GAIN ACCEPTANCE WITHIN RURAL COMMUNITY	Communication	2	2	2	2	15 - 22
a. Appreciates and adopts normative behavior		3	2	2	4	
b. Lives in a rural setting		2	3	4	3	
c. Respects community structures and institutions		1	1	2	1	
d. Identifies values and attitudes of various racial, ethnic, and socioeconomic subgroups of the community		-	-	1	2	
3. ABILITY TO IDENTIFY, UNDERSTAND, AND WORK WITH FORMAL AND INFORMAL POWER STRUCTURES	Group Organization Leadership/ Maintenance	3	4	4	3	15 - 22

Table 2 (Continued)

Competency	Teaching/Learning Category	Competency Assessment Team 1st	2-A	2-B	National C.E. Experts	Training Institutions or Agencies
4. ABILITY TO SUPERVISE AND DIRECT COMMUNITY EDUCATION ACTIVITIES	Administration	4	5	5	16	3 - 5
a. Manages personnel		2	1	2	5	
b. Makes budgeting decisions		4	4	6	6	
c. Manages time		1	2	3	3	
d. Identifies support resources		3	3	4	2	
e. Supervises community education on-the-job training		5	5	8	8	
f. Portrays accessibility		-	-	5	4	
g. Provides organizational climate in which two-way communication is allowed		-	-	1	1	
h. Coordinates and schedules use of facilities with other units		-	-	7	7	
5. ABILITY TO RECOGNIZE FEELINGS OF OTHERS AND ADJUST BEHAVIOR	Group Organization Leadership/ Maintenance	5	8	10	13	15 - 22
6. ABILITY TO HANDLE CONFLICT, CRISES, EMERGENCIES	Problem Solving	6	9	11	8	15 - 22
7. ABILITY TO LEAD GROUPS	Group Organization Leadership/ Maintenance	7	3	3	5	2
a. Uses group dynamics techniques		3	3	3	3	
b. Develops human relationships within groups		1	1	1	1	
c. Leads groups to goal attainment		1	2	2	2	
d. Develops perception of being leader		-	-	4	4	

Table 2(Continued)

Competency	Teaching/Learning Category	Competency Assessment Team 1st	2-A	2-B	National C.E. Experts	Training Institutions or Agencies
8. ABILITY TO APPLY DATA TO DECISION-MAKING PROCESS	Needs Assessment and Evaluation	8	6	8	6	7 - 8
a. Applies information and data from other disciplines		3	3	4	3	
b. Evaluates community development activities		2	2	3	4	
c. Assesses community needs and matches internal and external resources		1	1	1	1	
d. Identifies priority needs of organization		-	-	2	2	
9. ABILITY TO UNDERSTAND ORGANIZATION OBJECTIVES AND RECONCILE PERSONAL OBJECTIVES WITHIN ORGANIZATION	Administration	9	15	20	18	15 - 22
a. Develops and achieves interpersonal goals		-	-	2	1	
b. Conveys philosophy of community education to staff		-	-	1	2	
10. ABILITY TO BE SELF-AWARE AND SELF-ASSESSING	Problem Solving	10	11	13	14	14
a. Develops and achieves personal goals		-	-	4	4	
b. Accepts own strengths and weaknesses		-	-	3	3	
c. Respects self and others		-	-	1	1	
d. Develops honesty and integrity		-	-	2	2	
11. ABILITY TO LOCATE, COLLECT, AND ANALYZE DATA	Needs Assessment and Evaluation	11	10	12	9	1

Table 2 (Continued)

Competency	Teaching/Learning Category	Competency Assessment Team 1st	2-A	2-B	National C.E. Experts	Training Institutions or Agencies
11. a. Knows different ways to find out what community needs		-	-	1	1	
b. Determines the attitudes, needs, wants, and problems of community through survey		-	-	2	3	
c. Develops criteria upon which qualitative judgments can be made		-	-	2	3	
d. Identifies required resources		-	-	4	4	
e. Critically analyzes readings, presentations, observations		-	-	5	5	
12. ABILITY TO RECOGNIZE AND ADOPT ALTERNATE SOLUTIONS	Problem Solving	12	12	15	15	11 - 13
a. Is able to accept failure		1	1	1	2	
b. Is able to revamp		2	2	2	1	
13. ABILITY TO WORK WITH OTHER DISCIPLINES		13	14	19	10	7 - 8
a. Gets different agencies to work together to meet community needs		-	-	1	1	
b. Utilizes community agencies		-	-	2	2	
14. ABILITY TO SECURE AND ADMINISTER FUNDS AND GRANTS		14	7	9	11	16
a. Knows local, state, and federal funding sources		-	-	1	1	
b. Can write a proposal		-	-	2	2	
15. ABILITY TO COOPERATE WITH EXISTING TRAINING INSTITUTIONS	Administration	15	16	21	24	11 - 13

Table 2 (Continued)

Competency	Teaching/Learning Category	Competency Assessment Team 1st	2-A	2-B	National C.E. Experts	Training Institutions or Agencies
16. ABILITY TO GIVE CREDIT TO OTHERS	Group Organization Leadership/ Maintenance	16	13	17	17	15 - 22
17. ABILITY TO CONTACT MEMBERS IN ISOLATED AREAS	Communication	17	17	24	23	23 - 24
18. ABILITY TO INITIATE STRUCTURE	Administration	-	-	7	19	3 - 5
a. Develop long and short term goals for community education		-	-	1	1	
b. Coordinates efforts of group members to achieve goals		-	-	2	2	
c. Clearly tells what is expected of group members		-	-	4	4	
d. Develops strategies for accomplishing goals		-	-	3	3	
e. Makes job-related decisions		-	-	5	5	
19. ABILITY TO DELEGATE RESPONSIBILITY	Group Organization Leadership/ Maintenance	-	-	14	12	15 - 22
20. ABILITY TO DEAL WITH CRITICISM	Problem Solving	-	-	22	21	15 - 22
21. ABILITY TO RECOGNIZE AND COPE WITH RISK	Problem Solving	-	-	23	20	23 - 24
22. ABILITY TO HANDLE CHANGE	Problem Solving	-	-	16	7	11 - 13
a. Facilitates group or organizational change		-	-	2	1	
b. Adapts to changing situations, concerning community needs		-	-	1	2	

Table 2 (continued)

Competency	Teaching/Learning Category	Competency Assessment Team Tst	2-A	2-B	National C.E. Experts	Training Institutions or Agencies
23. ABILITY TO REMAIN OPTIMISTIC	Problem Solving	-	-	18	22	15 - 22
a. Persists in attaining goals		-	-	4	4	
b. Reticent to blame others		-	-	5	5	
c. Believes community can be a better place to live		-	-	1	1	
d. Believes all can learn if adequate opportunity provided		-	-	2	2	
e. Assists people in finding solutions to problems		-	-	3	3	
24. ABILITY TO GIVE POWER TO PEOPLE IN COMMUNITY	Group Organization Leadership/ Maintenance	-	-	6	4	9
a. Knows difference between helping and assisting		-	-	9	1	
b. Assists community in feeling		-	-	5	8	
c. Makes community members feel important		-	-	3	5	
d. Helps community members meet needs of community		-	-	6	7	
e. Assists members to learn problem solving		-	-	4	2	
f. Helps residents learn ways to solve problems		-	-	2	4	
g. Helps others see problems in solvable way		-	-	7	6	
h. Develops leadership among community members		-	-	1	3	
i. Expands people's awareness social and political forces		-	-	8	9	

Further studies were recommended in power structure methodology, curriculum strategies, gaining acceptance in rural communities, and community education efforts which failed in rural Southern communities.

Two additional studies, one emanating from the other, address the subject of competency-based community education. The first, Assessment of Needed Competencies in Community Education,[3] attempts to identify task areas, competencies and competency indicators; how such competencies might be acquired, and what levels are necessary for competent performance. (See Table 3.) The study identifies four roles critical to community education: the superintendent, district coordinator, principal, and building coordinator. Secondarily, the study seeks to generate generalized and valid role descriptions, identify critical competencies to each role, test the role descriptions for job assessment, and develop needs assessment for in-service. The project staff utilizes competency statements developed during an earlier study. The primary instrument is the Quadrant Assessment Model allowing for the following variations: High Ideal-High Real, competencies are important and practitioners do use them; High Ideal-Low Real, competencies

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[3]Miller, Brian F., Report of the Project to Assess Needed Competencies in Community Education, Southwest Regional Center for Community Education Development, Arizona State and the Charles Mott Foundation, 1977.

are important, but practitioners generally do not possess them; Low Ideal-High Real, competencies are of little importance, but practitioners overemphasize them; and Low Ideal-Low Real, competencies are of little importance and not emphasized by practitioners. Additional methods involved a series of planning sessions and workshops utilizing teams from 17 school districts, as well as workshops involving participants from the state department and a university. The process outcomes of the study are: Definitions written in specific and measurable terms for the four administrative roles usually associated with community education, Real and Ideal role descriptions clarified, and participants' ability to evaluate and compare their competency profiles with that of a composite group "ideal profile." While the list of competencies is exhaustive, the following are those items ranked first for each role:

1. The ability to develop board policies regarding community education relationship to the total educational program and the ability to develop receptivity in school personnel for community education were tied for the superintendent.
2. The ability to develop regulations which define board policy dealing with community education ranked first for district coordinator.

3. The ability to clarify roles and responsibilities was ranked first for building principal.
4. The ability to provide motivators for staff, students, and community members in the community education program was ranked first for building director.

Finally, as a result of the study, instruments for each role, in Ideal and Real forms, with task areas, competency statements, and indicators are available for use, and two additional ratings are available: the preferred type of training for acquiring the competency and the level of competency necessary for adequate performance. Such data can be used by those who plan and conduct training. Program implementation may well involve three levels: the familiarity level, the understanding level, and the application level.

TABLE 3

SUPERINTENDENTS IN COMMUNITY EDUCATION PROGRAMS

	TASKS	COMPETENCIES	INDICATORS
1.0	Developing a "Climate" for Community Education	Ability	
		1.1 To develop board policies regarding Community Education relationship to total educational program	1.1.1 The inclusion of a set of Community Education policies in the district policy manual
		1.2 To encourage diversity in the total program	1.1.2 Through the development of a well defined procedure for program planning which encourages regular offerings
		1.3 To develop receptivity in school district personnel for Community Education	1.1.3 Through a series of formal and informal meetings with staff to present the values of Community Education program
		1.4 To effect communications with patrons in district	1.1.4 Through a series of formal and informal meetings with community groups and agencies to discuss the value of Community Education
		1.5 To plan for conflict resolution as required	1.1.5 Through providing inservice programs for staff in conflict resolution
2.0	Program Planning	2.1 To initiate needs assessment for Community Education	2.1.1 Through documented evidence of formal and informal contacts with various community agencies to determine Community Education needs

TASKS	COMPETENCIES	INDICATORS
	2.2 To expedite organization of personnel and facilities	2.2.1 Through written policies and procedures establishing positions, responsibilities, functions and selection for Community Education personnel and facilities
		2.2.2 Through evidence that indicator 2.2.1 is being followed
	2.3 To involve community in determining content of Community Education program	2.3.1 Through the establishment of a Community Education Council
	2.4 To interface with other resource community agencies	2.4.1 Through evidence of establishment of a coordination council including community agency representation
		2.4.2 Through evidence of joint planning with other community agencies and programs
	2.5 To plan inservice programs	2.5.1 Through development of a series of workshops and seminars for pre service and maintenance of the Community Education program
3.0 Public Relations	3.1 To establish a structure for "selling" the program to in-house personnel and community patrons	3.1.1 Through evidence of printed materials and inservice programs designed to solicit support for the Community Education concept

SUPERINTENDENTS IN COMMUNITY EDUCATION PROGRAMS

TASKS		COMPETENCIES		INDICATORS	
		3.2	To establish a public information program with two-way flow of information and recommendations	3.2.1	Through evidence of utilization of print and electronic media to encourage public support and involvement in Community Education
4.0	Funding the Program	4.1	To provide financial support for Community Education program	4.1.1	Through evidence of budget development indicating expenditures and funding sources
				4.1.2	Through evidence of projected budgetary needs and funding sources for a minimum five year period
5.0	Research and Evaluation	5.1	To provide for a plan of research, development and for evaluation of the Community Education program	5.1.1	Through evidence that each indicator listed above will have an evaluation component which can be audited by an external evaluation team periodically
		5.2	To provide personnel needed to conduct continuous research and evaluation	5.2.1	Through evidence of resources on staff or contracted services for identifying problem areas and effecting research for same
		5.3	To provide funds for research and evaluation activities	5.3.1	Through evidence of a budget line item for research and evaluation

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DISTRICT COMMUNITY EDUCATION COORDINATORS IN COMMUNITY EDUCATION PROGRAMS

TASK	COMPETENCIES	INDICATORS
1.0 Organization	Ability	
	1.1 To identify district Community Education goals and objectives for the overall program	1.1.1 Has utilized the input of committees to develop goals and objectives
		1.1.2 Has compiled goals and objectives in a written document
		1.1.3 Has included input consistent with district goals and objectives
		1.1.4 Has re-evaluated goals and objectives to update and change as necessary
	1.2 To develop strategies for accomplishing goals and objectives	
	1.3 To provide advice to local unit coordinators in the development of goals which are in consonance with district policy	
	1.4 To assist building level directors and community groups in the development and implementation of surveys, Needs Assessments, etc.	
	1.5 To identify resources in the community	
	1.6 To develop programs which have district-wide application	

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DISTRICT COMMUNITY EDUCATION COORDINATORS IN COMMUNITY EDUCATION PROGRAMS

TASK	COMPETENCIES	INDICATORS
	1.7 To initiate structure through which the organization functions	
	1.8 To utilize various management systems and leadership styles	
2.0 School Board Relations	2.1 To develop a working knowledge of existing board policy	
	2.2 To advise the board on the development of needed Community Education policy	
	2.3 To develop regulations which define board policy dealing with Community Education	
	2.4 To prepare and present reports to the district board concerning fiscal status, intents, etc.	
3.0 Fiscal Tasks	3.1 To develop budget information, such as sources of funding, cost estimates, etc.	
	3.2 To administer the adopted budget	
	3.3 To assess effectiveness of expenditures	
4.0 Working With Publics	4.1 To organize and coordinate the work of a district Community Education council	
	4.2 To communicate with all components of the community	

DISTRICT COMMUNITY EDUCATION COORDINATORS IN COMMUNITY EDUCATION PROGRAMS

TASK	COMPETENCIES	INDICATORS
	4.3 To promote the Community Education concept through the various media	
5.0 Supervision	5.1 To employ human relations skills in all individual and group relationships	
	5.2 To recognize areas of conflict and engage effectively in conflict resolution	
	5.3 To consult with building unit coordinators and suggest alternatives to methods used	
	5.4 To utilize a coordinated approach to the various levels and roles involved in providing Community Education programs (A team approach)	
6.0 Personnel Administration	6.1 To recruit, interview and recommend unit Community Education Directors	
	6.2 To select support staff for the Community Education program	
	6.3 To provide pre-service, in-service, training and/or orientation for Community Education personnel	

DISTRICT COMMUNITY EDUCATION COORDINATORS IN COMMUNITY EDUCATION PROGRAMS

TASK	COMPETENCIES	INDICATORS
	6.4 To develop specifications for job descriptions for the Community School Personnel	
	6.5 To clarify the role of the Community Education Directors and their relationships with district and local staffs	
	6.6 To evaluate the effectiveness of Community Education Directors	
	6.7 To recognize the functions, needs, and problems of Community Education Directors	
7.0 Program Evaluation	7.1 To utilize both formal and informal methods of evaluation	
	7.2 To develop criteria upon which qualitative and quantitative judgments may be made	
	7.3 To assist the Community Education Directors in the development of their instruments for the evaluation of programs	
	7.4 To compile and correlate the evaluations for district reports and recommendations for future programming	

PRINCIPALS IN COMMUNITY EDUCATION PROGRAMS

TASK	COMPETENCIES	INDICATORS
1.0 Philosophy, Goal Setting and Policy Implementation	Ability	
	1.1 To comprehend and implement policy and goals consistent with district philosophy	1.1.1 Develop goal statements consistent with district philosophy
		1.1.2 Demonstrate knowledge of philosophy of district (verbally or in writing)
	1.2 To employ procedures for establishing organizational goals	1.2.1 Establish a representative community council
		1.2.2 Seeks and uses input from council, faculty and students
	1.3 To serve as liaison between school and board of education, district offices, Community Education Director, community	1.3.1 Spends time establishing communication
2.0 Program Development	2.1 To supervise assessment of program needs with the help of the community	2.1.1 Meets periodically with council to discuss directives and needs of program
		2.1.2 Works with community council in establishing a Needs Assessment within the community
	2.2 To supervise planning of instructional and curricular programs	2.2.1 Communicate; encourage other agencies to help provide programs
		2.2.2 Periodically hold meetings with Director
		2.2.3 Review and monitor progress

TASK	COMPETENCIES	INDICATORS
	2.3 To supervise regarding program implementation	
3.0 Program Management	3.1 To apply problem identification and analysis procedures	3.1.1 Use group problem solving techniques (brainstorming sessions)
	3.2 To supervise planning and scheduling in accordance with available facilities and equipment	3.2.1 Delegate to Director responsibility to implement 3.2.2 Establish guidelines on procedures and facilities and awareness of constraints 3.2.3 Establish procedures to request facilities
4.0 Developing Climate	4.1 To assess climate of faculty and community toward Community Education	4.1.1 Survey community, staff, suggestions, complaints, turnouts, etc.
	4.2 To clarify roles and responsibilities	4.2.1 Develop job descriptions
	4.3 To generate and maintain a supportive attitude with staff and community	4.3.1 Participate in activities that are part of the Community Education program
	4.4 To work through conflict situations	4.4.1 Use community council to bring people together

PRINCIPALS IN COMMUNITY EDUCATION PROGRAMS

TASK	COMPETENCIES	INDICATORS
5.0 Personnel Management	5.1 To recruit and select competent Community Education Director	5.1.1 Develop job description of Community Education Director
		5.1.2 Advertise
		5.1.3 Interview
		5.1.4 Use committee and council
	5.2 To supervise Community Education Director	5.2.1 Hold evaluation conference periodically
		5.2.2 Develop evaluation procedures
	5.3 To evaluate competence of Community Education Director	5.3.1 Follow through with use of procedures to evaluate
6.0 Financial Management	6.1 To plan all phases of Community Education program consistent with laws that relate to financing Community Education	6.1.1 Know laws
		6.1.2 Development of adequate budget
		6.1.3 Involve Coordinator in preparation of total school budget
	6.2 To organize program with Community Education staff in harmony with financial resources available	
	6.3 To supervise and manage financial affairs relating to district and agency funds	

PRINCIPALS IN COMMUNITY EDUCATION PROGRAMS

TASKS	COMPETENCIES	INDICATORS
7.0 Community Relations	7.1 To identify and utilize community resources which effect successful operation of the Community Education program	7.1.1 Get out into the community to make contacts and learn what resources are available
	7.2 To plan and establish a public relations program relating to Community Education	7.2.1 Personal contact with media 7.2.2 Involve District Community Relations department
	7.3 To assist in developing and maintaining a productive Community Education council	7.3.1 Principal be present often 7.3.2 Obtain good cross-section on community council
8.0 Program Evaluation	8.1 To employ professional research techniques	8.1.1 Utilize district research personnel
	8.2 To interpret research data	8.2.1 Write articles, speak, etc. 8.2.2 Share with community council and community
	8.3 To evaluate the Community Education program in relation to education program goals	
	8.4 To utilize evaluative data to modify the Community Education program	

COMMUNITY EDUCATION DIRECTORS IN COMMUNITY EDUCATION PROGRAMS

TASKS	COMPETENCIES	INDICATORS
1.0 Leadership	1.1 Provide motivation for staff, students and community members for participation in Community Education program	1.1.1 See measurable increase in participation
	1.2 Adapt to changing situations concerning community needs	
	1.3 Offer leadership through effective two-way communication in challenging outdated ideas and proposing alternatives	
	1.4 Delegate responsibilities and live with results	
	1.5 Serve as facilitator for decision making, group planning, etc.	
2.0 Public Relations	2.1 Educate the community about the Community Education concept	2.1.1 Prepares media releases
	2.2 Establishes and maintains positive relationships with school district administrators, school personnel and community members	2.2.1 Awareness 2.2.2 On-going communication

TASKS	COMPETENCIES	INDICATORS
	2.3 Utilizes community agencies	2.3.1 Obtains input, staff, money and facilities
3.0 Community Involvement	3.1 Survey, interpret and meet community needs	3.1.1 Needs Assessment 3.1.2 Identify priorities 3.1.3 Develop program to meet needs
	3.2 Recruit and encourage community participation	3.2.1 Contacts leaders, agencies, senior citizens, businesses, etc.
	3.3 Identify and use human and physical resources	3.3.1 Survey
4.0 Program Development	4.1 Coordinate and schedule use of facilities with other administrators	4.1.1 Calendar, times, places, etc.
	4.2 Organize goals and objectives for the program	
	4.3 Implement the program	4.3.1 Offer classes 4.3.2 Activities for senior citizens
	4.4 Evaluate the program's effectiveness on continuous basis	
	4.5 Provide inservice opportunities	4.5.1 Workshops for staff 4.5.2 Provides information on training possibilities

COMMUNITY EDUCATION DIRECTORS IN COMMUNITY EDUCATION PROGRAMS

TASKS	COMPETENCIES	INDICATORS
5.0 Budget	5.1 Plan and present a workable budget	
	5.2 Find many sources of funding to implement the Community Education program	
	5.3 Maintain an accurate financial record system	
6.0 Personnel	6.1 Specify job requirements	
	6.2 Recruit, interview and select	
	6.3 Assess and evaluate performance	
	6.4 Supervise Community Education staff	
	6.5 Promote cooperation with day staff	

An additional study, based upon the previous one, Competency-Based Community Education Administration,[4] was continued at Arizona State University. Herein competency is defined as the capacity to perform a specific task or assume a defined role at a satisfactory level of performance. The definition assumes minimal, not outstanding performance. The competency statements generated in the earlier study were in need of further clarification, replication of all features of the earlier project might allow for easier adaptation by those not intimately involved, role definitions and performance evaluations might serve as administrative tools for planning, organizing and controlling, role clarification, conflict resolution, evaluation and staff development, all of which are important to the health of an organization; and attempts to generate a linkage between theory and practice might be facilitated. The project again utilized the Quadrant Assessment Model. In addition, the project staff used a fairly exhaustive listing of tasks in behavioral terms, reviewed the finding of the earlier project, utilized a panel external to the project for evaluation, and made use of systems format for a validity

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[4]Miller, Brian P., Paddock, Susan C., McCleary, Lloyd E., Competency-Based Community Education Administration, Arizona State University, 1979.

check and assessing the various elements involved in the definitions and prioritizing of competencies (See Table 4.). As a result of the additional study, the power of the Quadrant Assessment Model was demonstrated, the strengths of the competency approach were reinforced, a means for identifying actual or potential conflicts was provided, and a means for viewing current issues and problems, as well as long-range views, was allowed. Some of the long-range views are as follows: a delineation of organizational areas that might need further development, a specification of organizational areas requiring change, the matching of staff development with the ongoing process of the competency approach, areas that should be included in a staff development program, the future priorities requisite to each role, and future plans for community education. Since much of the material used in this study is replicated from the one summarized above, attempts are made herein to avoid duplication. The primary value of the second study, however, seems to be its culmination in a document that is conducive to utilization in other districts or areas.

TABLE 4

IDEAL COMPETENCY RATING INSTRUMENT

SUPERINTENDENT

NAME _____ SCHOOL _____

DATE _____ DISTRICT _____

Directions: The list below of competency statements for the position of Superintendent was developed and validated by a group of Superintendents and Administrators of Community Schools. In order to establish a listing of competencies that reflects needs for your district and for the current school year, please rate the competencies by circling the number on the scale following each competency. For the scale, the ratings are as follows:

5 = Very Important (for a Superintendent in your district)
4 = Important
3 = Somewhat Important
2 = Not Very Important
1 = Unimportant
0 = Does Not Apply or Can't Rate

You should differentiate among items; that is, some items should be ranked "1", some "2", some "3", some "4", and some "5".

Importance of Ability to:

1)	Assume leadership in the development of board policies regarding Community Education's relationship to the total education program	5	4	3	2	1	0
2)	Encourage diversity in the total program of the district as desired by community	5	4	3	2	1	0
3)	Develop receptivity on the part of school district personnel and community patrons for Community Education	5	4	3	2	1	0
4)	Effect communications with patrons in the district	5	4	3	2	1	0
5)	Identify problems and manage conflicts	5	4	3	2	1	0

6)	Organize district programs, personnel, and facilities	5 4 3 2 1 0
7)	Through needs assessment involve the community in determining the content of the Community Education program	5 4 3 2 1 0
8)	Interface with other community resources and agencies	5 4 3 2 1 0
9)	Foster the personal growth and development of all staff and faculty, including that of self	5 4 3 2 1 0
10)	Establish a public information program with two-way flow of information and recommendations	5 4 3 2 1 0
11)	Provide leadership in securing financial support for Community Education programs	5 4 3 2 1 0
12)	Provide for a plan of research, development and evaluation for the Community Education program	5 4 3 2 1 0

IDEAL COMPETENCY RATING INSTRUMENT

PRINCIPAL

NAME _____ SCHOOL _____

DATE _____ DISTRICT _____

Directions: The list below of competency statements for the position of Principal was developed and validated by a group of Principals and Administrators of Community Schools. In order to establish a listing of competencies that reflects needs for your district and for the current school year, please rate the competencies by circling the number on the scale following each competency. For the scale the ratings are as follows:

5 = Very Important (for a Principal in your district)
4 = Important
3 = Somewhat Important
2 = Not Very Important
1 = Unimportant
0 = Does Not Apply or Can't Rate

You should differentiate among items; that is, some items should be ranked "1", some "2", some "3", some "4", and some "5".

Importance of Ability to:

1)	Comprehend and implement policy and goals consistent with district philosophy	5 4 3 2 1 0
2)	Employ procedures for establishing organizational goals	5 4 3 2 1 0
3)	Serve as liaison between school and Board of Education, district offices, Community Education director, and community	5 4 3 2 1 0
4)	Supervise assessment of program needs with the help of the community	5 4 3 2 1 0
5)	Supervise planning of instructional and curricular programs	5 4 3 2 1 0
6)	Supervise program implementation	5 4 3 2 1 0

7)	Apply problem-solving procedures	5	4	3	2	1	0
8)	Supervise planning and scheduling in accordance with available facilities and equipment	5	4	3	2	1	0
9)	Assess school and community attitudes toward Community Education	5	4	3	2	1	0
10)	Clarify roles and responsibilities in the Community School	5	4	3	2	1	0
11)	Generate and maintain a supportive attitude with staff and community	5	4	3	2	1	0
12)	Work through conflict situations	5	4	3	2	1	0
13)	Recruit and select a competent Community Education Director	5	4	3	2	1	0
14)	Supervise the Community Education Director	5	4	3	2	1	0
15)	Regularly evaluate the competence of Community Education Director	5	4	3	2	1	0
16)	Plan all phases of Community Education program consistent with laws that relate to financing Community Education	5	4	3	2	1	0
17)	Organize program with Community Education staff in harmony with financial resources available	5	4	3	2	1	0
18)	Supervise and manage financial affairs relating to district and agency funds	5	4	3	2	1	0
19)	Identify and utilize community resources which effect successful operation of the Community Education program	5	4	3	2	1	0
20)	Plan and establish a public relations program relating to Community Education	5	4	3	2	1	0
21)	Assist in developing and maintaining a productive Community Education council	5	4	3	2	1	0
22)	Employ professional research techniques	5	4	3	2	1	0
23)	Interpret research data	5	4	3	2	1	0
24)	Evaluate the Community Education program in relation to education program goals	5	4	3	2	1	0
25)	Utilize evaluative data to modify the Community Education program	5	4	3	2	1	0

IDEAL COMPETENCY RATING INSTRUMENT

DISTRICT COMMUNITY EDUCATION COORDINATOR

NAME_____ SCHOOL_____

DATE_____ DISTRICT_____

Directions: The list below of competency statements for the position of District Community Education Coordinator was developed and validated by a group of Coordinators and Administrators of Community Schools. In order to establish a listing of competencies that reflects needs for your district and for the current school year, please rate the competencies by circling the number on the scale following each competency. For the scale, the ratings are as follows:

5 = Very Important (for a Coordinator in your district)
4 = Important
3 = Somewhat Important
2 = Not Very Important
1 = Unimportant
0 = Does Not Apply or Can't Rate

You should differentiate among items; that is, some items should be ranked "1", some "2", some "3", some "4", and some "5".

Importance of Ability to:

1)	Identify district Community Education goals and objectives for the overall program	5	4	3	2	1	0
2)	Develop strategies for accomplishing goals and objectives	5	4	3	2	1	0
3)	Provide advice to local unit coordinators in the goal development process	5	4	3	2	1	0
4)	Assist building level directors and community groups in the development and implementation of surveys, Needs Assessments, etc.	5	4	3	2	1	0
5)	Identify resources in the community	5	4	3	2	1	0
6)	Develop programs which meet identified district-wide needs	5	4	3	2	1	0
7)	Develop structures through which the Community Education program functions	5	4	3	2	1	0

8)	Utilize various management systems and leadership styles	5	4	3	2	1	0
9)	Have a working knowledge of existing board policy as it relates to Community Education	5	4	3	2	1	0
10)	Advise the Board through proper channels on the development of needed Community Education policy	5	4	3	2	1	0
11)	Develop regulations which define board policy dealing with Community Education	5	4	3	2	1	0
12)	Prepare and present reports to the board through proper channels concerning fiscal status, intents, etc.	5	4	3	2	1	0
13)	Develop a budget and furnish information, such as sources of funding, cost estimates, etc.	5	4	3	2	1	0
14)	Administer the adopted budget	5	4	3	2	1	0
15)	Assess effectiveness of expenditures	5	4	3	2	1	0
16)	Facilitate, guide and coordinate the work of a district Community Education council	5	4	3	2	1	0
17)	Communicate with all segments and elements of the community	5	4	3	2	1	0
18)	Promote the Community Education concept through the various media	5	4	3	2	1	0
19)	Employ effective human relations skills	5	4	3	2	1	0
20)	Engage effectively in conflict resolution	5	4	3	2	1	0
21)	Provide building unit coordinators with alternative problem solutions	5	4	3	2	1	0
22)	Utilize a team approach at the various organizational levels in providing Community Education programs	5	4	3	2	1	0
23)	Recruit, interview and recommend unit Community Education directors	5	4	3	2	1	0
24)	Select support staff for the Community Education program	5	4	3	2	1	0
25)	Provide pre-service, in-service, training and/or orientation for Community Education personnel	5	4	3	2	1	0

26)	Develop specifications for job descriptions for the Community School personnel	5	4	3	2	1	0
27)	Clarify the role of the Community Education directors and their relationships with district and local staffs	5	4	3	2	1	0
28)	Evaluate the effectiveness of Community Education directors	5	4	3	2	1	0
29)	Recognize the functions, needs, and problems of Community Education	5	4	3	2	1	0
30)	Utilize comprehensive methods of evaluation	5	4	3	2	1	0
31)	Assist the Community Education directors in the development of their instruments for the evaluation of programs	5	4	3	2	1	0
32)	Compile and analyze the evaluations for district reports and make recommendations	5	4	3	2	1	0

IDEAL COMPETENCY RATING INSTRUMENT

COMMUNITY SCHOOL DIRECTOR

NAME _____ SCHOOL _____

DATE _____ DISTRICT _____

Directions: The list below of competency statements for the position of Community School Director was developed and validated by a group of Directors and Administrators of Community Schools. In order to establish a listing of competencies that reflects needs for your district and for the current school year, please rate the competencies by circling the number on the scale following each competency. For the scale, the ratings are as follows:

5 = Very Important (for a Director in your district)
4 = Important
3 = Somewhat Important
2 = Not Very Important
1 = Unimportant
0 = Does Not Apply or Can't Rate

You should differentiate among items; that is, some items should be ranked "1", some "2", some "3", some "4", and some "5".

Importance of Ability to:

1)	Provide a community school program in which students and community members will participate	5 4 3 2 1 0
2)	Work with staff in understanding their role in Community Education and in supporting and working effectively with Community Education	5 4 3 2 1 0
3)	Respond to changing situations within the community and adapt the program to meet changing needs using Community Council input	5 4 3 2 1 0
4)	Use effective two-way communication	5 4 3 2 1 0
5)	Appropriately assign work and monitor results -- delegating responsibility	5 4 3 2 1 0

6)	Work with school and community groups in assessment, planning, decision making and evaluation --facilitate the problem-solving process	5	4	3	2	1	0
7)	Educate the community about the Community Education Concept	5	4	3	2	1	0
8)	Develop and disseminate public relations materials	5	4	3	2	1	0
9)	Establish and maintain positive working and personal relationships with school and community people	5	4	3	2	1	0
10)	Promote an atmosphere which encourages positive interactions -- environment of trust	5	4	3	2	1	0
11)	Cooperate with community agencies to result in mutual benefits -- exchange of assets	5	4	3	2	1	0
12)	Work with the Council to assess community needs and to program accordingly	5	4	3	2	1	0
13)	Identify and use human, financial and physical resources	5	4	3	2	1	0
14)	Obtain, coordinate and schedule use of facilities	5	4	3	2	1	0
15)	Keep accurate records	5	4	3	2	1	0
16)	Identify and prioritize goals and objectives for the Community School program	5	4	3	2	1	0
17)	Manage Community Education programs and services						
18)	Establish an evaluation process to assess program effectiveness on a continuous basis	5	4	3	2	1	0
19)	Provide and participate in in-service opportunities	5	4	3	2	1	0
20)	Maintain an accurate financial record system	5	4	3	2	1	0
21)	Specify job requirements for Community School staff (paid and volunteer)	5	4	3	2	1	0
22)	Recruit, interview and select personnel for the Community School program	5	4	3	2	1	0
23)	Supervise and evaluate the performance of Community School staff	5	4	3	2	1	0
24)	Promote cooperation between day and evening Community School staff	5	4	3	2	1	0

The fifth study addresses the problem of identifying competencies essential to the successful performance of a community council member and to plan, design, implement, and evaluate a pilot training program for council members that was derived from, and linked to, specified competencies. More specifically, the objectives of the Competency-Based Training Program for Local School Community Councils[5] were:

1. To describe the development of School-Community Councils in Region One, Detroit Public Schools.
2. To identify and analyze forces which influenced the development of these councils.
3. To identify essential competencies through the analysis of the school-community council member role(s) over an 18-year period.
4. To plan and design a training program for council members derived from, and linked to, specified competencies.
5. To train a cadre of trainers (30 council members from Regions One, Three, and Eight) to deliver the training program.
6. To develop assessment procedures for measuring the acquisition of specified competencies.

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[5]Hall, Burnis Jr., Competency-Based Training Program for Local Community Councils, Wayne State University, 1979.

Two techniques were employed to engender a primary pool of competency statements. First, 16 school staff members and community council members from Region One were interviewed. The interviewees included eight council members/community leaders, two building principals, two school-community agents, the former region superintendent, the present region superintendent, the former central deputy superintendent for school-community relations, and the former director of the Great Cities School Improvement Project. The interviewees were individuals who intuitively could be assumed knowledgeable of the role of the school-community council member.

Second, an extensive literature search was initiated through the ERIC system. Projects relevant to the broad spectrum of school-community council functions and related training programs were reviewed and a supportive library search using a variety of indexes followed.

These interviews and literature reviews resulted in the specification of approximately 35 competencies.

Each competency statement was analyzed into a series of behaviorally-stated objectives (See Table 5.). These objectives were then used as the basis for designing the instructional activities constituting a module. One unforeseen by-product of the specification process was the discovery that despite the derived independence of the 35 competency statements, once their training intent had been analyzed to the behavioral objective level, some degree of overlap and

redundancy became apparent. Where this potential duplication of training was detected, modules were reorganized and/or integrated. The result of this procedure was the final group of five reasonably independent comprehensive modules. Hence, instructional materials were developed for the following five module topics: Problem solving; Communicating; Evaluating; Parliamentary Procedures; and Training in Planning School-Community Relations Workshops. Each module is organized around one or more competency statements accompanied by two or more behaviorally-stated objectives. A variable number of enabling activities are specified for every objective along with evaluation criteria for assessment of trainee performance.

TABLE 5

COMPETENCIES AND PERFORMANCE OBJECTIVES

CATEGORY	COMPETENCIES	PERFORMANCE OBJECTIVES
ADVISING	17. Serving as an advisor to administrators regarding curriculum needs and changes	a. The council member will be able to function in an advising role to administrators advising on curriculum needs and changes. b. He/she will list and describe community priorities.
	28. Participating in the selection of administrators and school service assistants consistent with contractual agreements.	a. Given five selection criteria and having generated five additional selection criteria, the council member will use the ten criteria to evaluate one employment file. b. Given five interview questions and having generated five additional interview questions, the council member will rank the ten questions for the selection of the candidate.
	23. Solving specific problems such as student safety and fighting	a. Using a brainstorming technique to generate problems, the council member will identify one crucial student problem. b. Given a crucial student problem, the council member will be able to apply a seven-step problem-solving technique.

COMPETENCIES AND PERFORMANCE OBJECTIVES

CATEGORY	COMPETENCIES	PERFORMANCE OBJECTIVES
COMMUNICATING	29. Communicating effectively the need for funding of council related projects	a. Given information on funding sources, the council member will apply to two sources for funding.
	30. Interpreting information about federal and state funded projects	a. Given the guidelines for Title I and for Article III and given synonymous statements to parts of the guidelines, the council member will match the part of the guidelines with the synonymous statement.
	19. Supporting school programs	a. Given attendance of school system workshops, a discussion on community experiences, and a list of six programs, the council member will be able to select two programs related to his/her community experiences and to information acquired at the attended workshops. b. Given two selected programs, the council member will generate three alternative ways to support each program.
	13. Helping parents and community people communicate and work with the school staff	a. The council member will be able to list and describe five activities which encourage parents' and community members' attendance at council meetings.

COMPETENCIES AND PERFORMANCE OBJECTIVES

CATEGORY	COMPETENCIES	PERFORMANCE OBJECTIVES
COMMUNICATING	12. Assisting the council in improving its relationship with the region staff, region board and central board of education	a. The council member will describe three persuasion techniques that encourage members to attend council meetings, region board meetings, central board meetings, so that members in addition to their own group meeting will attend the meetings of the other two groups.
	24. Communicating with state department personnel (legislators, state board) regarding the local school program (e.g., decentralization)	a. Given a problem and four communication procedures (telephone, letter, petition, face-to-face contact), the council member will select a feasible communication procedure to contact state department personnel. b. Given a problem and five examples of letter forms, the council member will select a letter form and modify it to reflect concerns relating to the problem. c. Given a problem and a format of a telephone conversation, the council member will be able to adapt the format and list three major concerns in a simulated telephone conversation. d. (1) Given a problem, the council member will be able to design a petition which: (a) states the problem (b) provides space for signatures and addresses of addressees. (2) He/she will request five council members to complete the petition. e. Given a problem, the council member will participate in a triad procedure to communicate the problem and to verify the accuracy of the communication.

COMPETENCIES AND PERFORMANCE OBJECTIVES

CATEGORY	COMPETENCIES	PERFORMANCE OBJECTIVES
COMMUNICATING	25. Understanding and using rumor control techniques	a. Given a rumor, the group will use a brainstorming technique to generate ten methods of gathering information pertaining to the rumor. b. Given ten methods of gathering information on a rumor, the group will prioritize the ten methods using feasibility as a ranking criteria.
	6. Making oral reports of council and committee actions	a. Given an attended council meeting, the council member will be able to describe council actions in a five-minute report which he/she delivers publicly at a simulated council meeting.
PROBLEM SOLVING	35. Conducting fund raising activities	a. Given a list of regional and school policies and a simulated fund-raising project, the council member will be able to discern whether activities in the project are not in violation of regional and school policies.
	20. Developing a plan of action to evaluate school programs	a. Given a list of 15 criteria to evaluate a school program, the council member will use ten criteria to rate the effectiveness of the school program.
	27. Developing a plan of action to evaluate the performance of principals and teachers	a. Given a list of ten criteria to evaluate the performance of principals and paraprofessionals and a simulated situation, the council member will be able to evaluate the performance of principals and paraprofessionals in that situation using at least five of the listed criteria.

COMPETENCIES AND PERFORMANCE OBJECTIVES

CATEGORY	COMPETENCIES	PERFORMANCE OBJECTIVES
PROBLEM SOLVING	15. Developing procedures and strategies for increasing community interest and participation in council activities	a. Given a list of activities that increase community participation, the council member will be able to design an activity process stating the purpose, procedures and resources to be utilized in the activity.
	21. Identifying problems, selecting the best possible solutions and evaluating the results	a. Given a simulated problem situation, the council member will be able to identify the problem, to generate at least three solutions and two criteria for evaluating the suggested solutions.
	22. Identifying and concentrating on issues and policies rather than personalities	a. Given a group discussion on a controversial issue, the council member will upon observation of group discussion differentiate between council members discussing issues/policies and council members discussing personalities.
	26. Electing representatives to planning group and then going through the planning process	a. Given a discussion of five election procedures and a simulated council election, the council member will apply one of the election procedures in the council election. b. Given a discussion of five-step planning procedure, the council member will be able to apply the procedure in a simulated situation to achieve a council plan.
	34. Obtaining and assessing information for accuracy and completeness	a. Given a survey instrument, the council member will conduct a survey, distribute a questionnaire, tabulate the data, and draw three conclusions from the data.

COMPETENCIES AND PERFORMANCE OBJECTIVES

CATEGORY	COMPETENCIES	PERFORMANCE OBJECTIVES
EVALUATING	11. Analyzing critically the school's philosophy, operations, and sources of funding	a. The council member will generate ten qualities of a good school and estimate the presence of these qualities in an existing school.
	8. Using decision-making and problem-solving techniques for improving council effectiveness	a. The council member will be able to list in sequence the seven steps of a problem-solving technique. b. He/she will be able to generate three problem situations and apply the seven-step problem-solving technique to two of these.
	14. Identifying school policies which should be changed to allow greater parent participation in school decision making.	a. Given a list of written policies regarding parent participation, the council member will be able to compare the written policy statement to existing practice within the school and region.
	16. Evaluating the effectiveness of council interaction with local school and region staff	a. With the assistance of school staff, the council member will be able to generate ten criteria to evaluate the interactions of the council, local school, and region staff.
	32. Securing community understanding and involvement in determining and prioritizing student needs	a. In a school-community project, the council member having received data on student needs will utilize newsletters, telephone chains, workshops to inform the community about the student needs. b. Given newsletter, telephone chain, and workshop data on student needs, the council member will compile the data on community reaction to student needs.

COMPETENCIES AND PERFORMANCE OBJECTIVES

CATEGORY	COMPETENCIES	PERFORMANCE OBJECTIVES
EVALUATING	18. Evaluating and selecting instructional materials	a. Given a list of ten criteria to evaluate instructional materials, the council member will be able to evaluate an instructional product using at least five of the above criteria.
TRAINING	10. Understanding the grade structure and organization of a school	a. The council member will be able to reproduce the grade organization of elementary, middle and high school. b. Given a list of job responsibilities and a list of school staff, the council member will be able to match the staff member with the appropriate job responsibility.
	4. Assisting council members in working together and helping them understand that in unity there is strength	a. The council member will be able to recall and describe two team building activities that help the group to work together towards goal attainment. b. He/she will apply activities such as adhering to council decisions, developing good relationships with the group, making community members feel important in a simulated council meeting.
	9. Explaining the structure of the region (job responsibilities, lines of authority, power structure, lines of communication)	a. Given a list of job descriptions and a list of job responsibilities in the region, the council member will be able to match the job with the appropriate responsibility. b. Given a list of authority levels, the council member will be able to rank the authority levels in hierarchial order.

COMPETENCIES AND PERFORMANCE OBJECTIVES

CATEGORY	COMPETENCIES	PERFORMANCE OBJECTIVES
TRAINING	1. Understands the region's council philosophy, structure and processes (e.g., What is community council? Purpose, responsibilities and powers of councils? Appeal procedures, etc.)	a. Given a list of 30 objectives, the council member will select the 11 objectives that are functions of the council.
	2. Developing and using criteria for selecting council chairpersons	a. The council member will identify and describe desirable qualities of an effective chairperson and he/she will use these qualities to select a chairperson.
	3. Functioning as a chairperson	a. The council member will be able to function as a chairperson of a group in a simulated council meeting. b. The council member will be able to conduct a simulated orderly council meeting during which he/she uses parliamentary procedures, delegates responsibility, and involves a majority of members in council discussions.
	5. Assessing his own commitment, knowledge and skills as a community council member (i.e., self-appraisal)	a. Given a self-assessment instrument measuring strengths and weaknesses, the council member will be able to interpret the scores. b. Given a list of activities, he/she will select those that improve his competency as a council member and apply those activities in the council workshop.

COMPETENCIES AND PERFORMANCE OBJECTIVES

CATEGORY	COMPETENCIES	PERFORMANCE OBJECTIVES
TRAINING	7. Conducting and participating in council meetings	a. The council member will participate in a council meeting during which he/she demonstrates his/her ability: to listen to others--assimilating their information; to express opinions; and to adhere to parliamentary procedures.
	31. Identifying and using community leadership	a. The council member will identify one opinion leader in the community. b. He/she will contact the opinion leader and obtain names of other opinion leaders from the contacted leader. c. Given a school-community problem and a list of techniques to involve opinion leaders, the council member will select the most practical technique for his/her community person.
	33. Assessing council organizational patterns and functions of Region One and other regions to identify areas needing revision	a. Given a discussion of council structures, the council member will identify four ways of structuring councils.

CHAPTER 3

SUMMARY OF FINDINGS

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There are some very obvious and general similarities as well as differences among the studies. Perhaps the most obvious similarity is the subject of each of the research reports. All four deal with the subject of competencies and community education. Different, however, is the particular view in at least two of the projects. The Northeastern Study (i.e., Connecticut) defines community education as an attempt to assess community needs and move toward a more humanistic community. The rural Southern study (i.e., Florida) defines community education as a lifelong process and an attempt to meet community needs and desires. Both Arizona studies, on the other hand, imply that community education is specifically a function of school administration, and that correlating its programs with those of the regular school program is of prime importance. This is not to say that the school administrator is excluded from the Northeast and rural Southern studies. It merely suggests that the emphasis is somewhat different. Again, similarly, the general intent of each of the studies is to arrive, not only at a concept of what competencies are requisite to community leadership, but also some prioritizing of those competencies. Interestingly, the prime method of arriving at such competencies is considerably different in each case. The Northeastern study makes extensive use of community resident perceptions in ascertaining information, the rural Southern study employs experts in various fields, the Michigan study

uses an equal number of residents and school personnel, and both Arizona studies make use of teams of school personnel representing the four roles under consideration, i.e., superintendent, district coordinator, building principal, and building director. In addition, all five studies incorporate in their results implications for training programs at institutions of higher learning, school district in-service programs, and community agency educative efforts. The most obvious generality and seeming difference is the geographic areas covered by each of the studies. The Northeastern study includes New Jersey, Connecticut, Rhode Island, Massachusetts, Maine, and Vermont. Importantly, the study sets out to discern differences requisite in rural and urban areas. The rural Southern study explicitly sets out to ascertain those competencies necessary in rural areas. Neither Arizona project or the Michigan study makes such a distinction. Interestingly, the Northeastern study concludes, except relative to race and sex, there are no significant respondent perceptual differences in rural and urban areas. The Southern study, on the other hand, ends where it begins; training programs are not designed for rural community leaders. Interestingly, however, with the exception of gaining acceptance in the rural community, the content of the specified training programs does not seem to deviate significantly from those recommended in the other four studies.

In a more specific sense, each of the research projects bear some similarities, as well as some differences. The purposes generated and articulated in each of the studies are strikingly similar with some slight variations. All of the projects, for instance, with the exception of the second Arizona study attempt to identify and define competencies necessary for leadership roles in community education. The second Arizona study, on the other hand, attempts to clarify and validate competencies identified in the earlier study. The rural Southern study identifies only a community leader, and both Arizona studies incorporate the task of community education into existing school district administrative posts. In addition, all five studies attempt to identify those tasks assigned to community education. The second Arizona study attempts to generalize the tasks in such a way as to allow for administrative assessment but also to allow for utilization in other districts. It is only to say that one of the primary intents of the second Arizona study is to provide a document that might serve as a guide in other districts. Further, each of the five studies intends to provide a base, a guide, or materials that might be utilized for leadership training at a university or for school district or community in-service.

The results of the respective studies are similar in other ways as well. Three of the five studies address the subject of problem solving (See Table 5.). In each case the area includes identification of the problem and the

utilization of data to arrive at problem solutions. Neither Arizona study specifically speaks to the issue of problem solving; however, such a competency may be implicit, for instance, in the superintendent's task of effectively executing and developing board policy, the district coordinator's task of acquiring people and strategies to carry out district goals, the building principal's task of generating a supportive attitude among staff and community, and in the building director's role of motivating participation in programs. In addition, each of the studies conclude that dealing with the community in some way is an important leadership task. In the Northeastern project, assessing community needs, overseeing programs to meet those needs, anticipating and prioritizing community needs, and a belief in community potential for self leadership are important components. In the rural Southern project, gaining acceptance from the community, group leadership, the ability to communicate, and the ability to give power to people in the community are important elements. In the Michigan study, the ability to conduct and participate in council meetings, the ability to explain council purpose, responsibilities and powers, the ability to use problem solving techniques, and the ability to increase community participation in council activities were the most important competencies for council members. The Arizona studies are somewhat different in

that community involvement seems to be restricted to defined school district roles. As a result, they seem to be human relations directed rather than community leadership directed. For instance, the superintendent works with the community but in effectuating district goals. Much the same role is necessitated by other administrators, but the thrust of their roles seem to be to coordinate the community education program with the regular school program. Interestingly, a segment of the Northeastern study ranks conceptual competencies first followed by human and technical, while the rural Southern study ranks human competencies first followed by conceptual and technical. Finally, organizational competencies or maintenance of organizational health are shared concerns of each of the projects. They are, however, viewed from different perspectives in each case. The Northeastern study cites the management of change as an extremely important skill, as well as the management of the organization to meet community needs. It does not, however, address itself to the health of the organization as such. The rural Southern study does not speak specifically of organizational health; however, it does conclude that gaining acceptance in the rural community is a requisite to any community leader and that knowledge of the informal and formal power structure, as well as handling crises and conflict situations, are important leadership competencies. Both competencies have much

to do with organizational health. The first Arizona study places a premium on the superintendent's organizational ability, while the second addresses itself to the subject of organizational areas requiring change as well as staff development as part of an on-going group process. In other words, while not explicitly stated, maintenance of organizational health may preclude any effective group activities in a community education program. While each of the studies contain subtle variations in purpose, results, and conclusions, there seems only a singular conflict of any consequence. That conflict has to do with rural versus urban training programs. As one of its aims, the rural Southern study sets out to show that leadership training programs are insufficient since they are managed by people with urban backgrounds and are not specifically designed to meet the needs of rural community leaders. The study concludes that its assertion is correct, and that the development of rural training programs is necessary. Interestingly, however, the Northeastern study, which begins with an attempt to distinguish between urban and rural community perceptions, concludes that, other than those relative to sex and race, there are no significant differences in perception. Such a difference is not to be considered negligible, but importantly, the leadership competencies described in each of the two studies do not differ significantly. Further, neither Arizona study or the Michigan

study makes an urban/rural distinction, and the leadership competencies identified in both are strikingly similar to those delineated in both the Northeastern and the rural Southern study. Finally, while not a conflict in content or intent, the second Arizona study differs from the other four primarily in its implicit purpose. The study begins, not with an identification and description of leadership competencies, but a refinement and validation of those competencies identified in the earlier study. While it, the study, includes a research report not unlike the one developed in the earlier study, its primary import seems to lie in the culmination and production of documents that are largely descriptive in nature and designed for use in other school districts. That is not to say that the other studies may not be similarly used, but the second Arizona study seems to be particularly designed with that end in mind.

Each of the five studies is particularly relevant for a number of reasons. The subject of community education is crucial. Citizens will have a voice in the educational process. The phenomena has been, and will continue to be, demonstrated time and time again as evidenced in Proposition 13, the Headlee Amendment, and local millage failures. One might argue that the above are simply budgetary in nature, and certainly they are. However, in each case they are accompanied by cries for accountability and angry citizens

at local board meetings demonstrating dissatisfaction with the handling of one issue or another. In addition, there is little doubt that dwindling enrollment of the traditional youngster clientele is not an occasional district phenomena. It is widespread. Decreasing work hours and union thrust toward a four-day work week provide people with additional time. Community education in the various forms suggested by the above-considered research projects is not only timely but extremely important. Each of the studies is an important move in a long neglected area. Troublesome, however, seems the heavy reliance of the particular studies on one segment or another. The Northeastern study, for instance, relies almost exclusively on citizen respondents, the rural Southern study relies on experts in various fields, the Arizona studies rely solely on representatives of various school districts, and the Michigan study relies on a limited sample of both groups. In each case they seem apt for the intended study or research purpose. One might, however, consider the use of all three segments, i.e., community respondents. experts, and local school district personnel in a study of community education. In addition, the concept of competency is indeed important. Again each of the five studies address the subject, attempt to identify those requisite to effective leadership in community education, and in the case of the Arizona and Michigan studies, even attempt to identify

variations, levels of performance, and related instructional materials respectively. Problematic in the Arizona study, however, seems to be the overemphasis on defining and re-defining existing school administrative jobs. Again, the study intends such a task, and it is a crucial one. Perhaps however, a look at a community education person might be a valid consideration. It would appear, from current societal phenomena, that such an area can only continue to grow. The value of a study that shows how current administrators deal with or should deal with community education, primarily when it concludes that the primary task is to coordinate community education with existing district programs, seems limiting. Recommendations, in each case, for training programs are extremely useful. The implications for institutions of higher learning are great and extensive as well. Particularly important are those studies which recommend consideration of the informal and formal power structure. Whether it be to gain acceptance in a rural southern community or simply to construct an effective organization, such studies seem particularly valid. Such considerations have been noticeably absent from educational practices as evidenced in the handling of public discontent by many educational administrators who either disregard the discontent or become defensive and angry. The suggestion here is not that administrators become super human and never get angry. However, education, and particularly

community education, is a public endeavor and perhaps necessitates concerted efforts to make practitioners aware of the way in which public groups work and provide them with the tools to deal with such problems, if for no other reason than personal survival.

The five studies herein considered seem logical and necessary research in the field of education. Community education, regardless of its subtle and geographic variations, is an extremely important component in the field of education and one that requires even further research, study and action. The defining of roles and competencies if properly approached, and they are in these studies, is crucial as well. Educators need not be threatened or defensive by the use of the term competency. They need to become vigorous activists in the conception of such role-defining attempts. While each of the five studies herein considered is rich in content, and certainly even richer in implications, the attempt herein is to summarize some of the purposes, methods, and results. Some comparisons of the more obvious general and specific similarities and differences are included, as well as attempts to assess or critically view some of the more important strengths and weaknesses of the research projects. Finally, some of the more apparent implications of such studies for the educational practitioners are included. The subject of competencies in community education is simply one that cannot be ignored in today's society.

CHAPTER 4

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS AND RECOMMENDATIONS

One of the major accomplishments of the TACD projects was the identification and clarification of a procedure for competency development. A fusion of methodologies from each project resulted in a competency-based approach to community education administration. That approach consisted of the following sequence of steps involving the role incumbent and those associated with that role:

1. Task areas were identified, and statements descriptive of principal competencies were written.
2. Indicator/performance objectives for each competency were specified.
3. Competency statements were verified in the field.
4. Those occupying the role responded to each competency statement described in the ideal so that a generalized "ideal" profile for each role was produced.
5. Each role incumbent did a self assessment of his/her own performance and compared it to the ideal.

In addition to the function outlined, the five-step procedure could be modified and used as a method for assessment of performance on the job. Using steps four and five above, the assessment process begins with rating by the

incumbent and others (e.g., superior, peers, etc.). Comparisons between groups and the role incumbent provide information about perceptions of performance.

Another conclusion that can be posited is that the TACD projects extended and broadened the body of knowledge regarding critical competencies needed by school administrators. The early work by Graff and Street (1956), Katz (1955) and McCleary (1972) remained undeveloped until the TACD projects funded by the Community Education Act. The systematic set of role descriptions for the selected Leaders represent a significant expansion of knowledge in the field of competency development.

The lists of competencies are important; but no one knows how long such a set of descriptions will remain valid, nor even how generalizable they may be to other settings. They are a first approximation and only that. Subjected to controlled testing, they may become the basis of systematic research. For practical use, they can become a reference: 1) for school systems attempting to achieve more specific role definition; 2) for institutions of higher education pre-service training; and 3) for state departments of education in examining criteria for licensing.

In summary, the lists of competencies should be treated neither as permanent nor absolute. As an exemplar and as a first approximation, they can serve valuable purposes. The current need is for others to replicate and to up-date the competencies and to test usefulness from one setting to another.

CONSIDERATIONS FOR THE FUTURE

The results of much of the TACD projects' work described in chapters two through seven are in products which are often not in statistical form; and, further, some results are contributions to knowledge about a process, such as the competency based approach and performance evaluation which has not yet been adequately treated in the literature. As an R & D effort, the TACD projects have contributed to experimental research through the production of products (i.e., competencies, Quadrant Assessment Model) capable of being tested in controlled research designs.

R & D efforts, however, are time consuming and require commitments from institutions, agencies and individuals for a number of years for projects to be fruitful in terms of additional development and further research. That is, competencies once identified should lead to research and development required to design training programs, to preparation and testing of materials for training, to design and to testing of techniques for conflict resolution and role clarification.

Currently, the TACD projects have developed lists of competencies for seven roles; yet, quality instructional materials about these roles are lacking. Time, inadequate financial resources, and the lack of staff has hampered the development and testing of training materials derived from and linked to specified competencies. The non-refunded TACD projects illustrate this problem. That is, the quality of activities and

services offered by the institutions of higher education improved, but the activities and services were reduced, due in part to lack of funds and staff. Logically, the Arizona State University project needed four years to:

1. Identify tasks, competencies, and verify competencies (year 1).
2. Field test ideal and actual competency profiles (year 2).
3. Design training program, prepare instructional materials and activities, and field test materials (year 3).
4. Disseminate training model(s) and materials.

In every TACD project, a multi-year funding (minimum of three years) would have enhanced the results.

The point of view held forcefully by all TACD project directors was that the success of TACD efforts is dependent on individual, institutional, and government agencies long term (3-5 years) commitment to research and development. In responding to the question regarding the future directions for the TACD efforts, project directors indicated that additional R & D work is needed to:

1. Validate previously identified competencies by testing competencies in a variety of geographical settings (e.g., Northeast, Southwest sections of the U. S., etc.) and community types (e.g., urban, suburban, rural, small town, etc.).

2. Prepare and test curriculum materials derived from and linked to specified competencies. Curriculum materials should be appropriate for training at the district level, in institutions of higher education and/or self-instructional.
3. Develop and test curriculum materials for specific areas, i.e.,
   a. integrating community education into the K-12 curriculum
   b. interagency cooperation, collaboration, and coordination
   c. involving citizens effectively in the education process (e.g., decision-making, establishing policies, evaluating staff efforts).
4. Identify, modify, and test curriculum materials from other agencies with similar focus (e.g., Teacher Corps, Community Development and Recreation Agencies).
5. Determine what effect competency training has on the behavior of community education administrators.
6. Conduct follow-up studies on participants who were trained to use the Quadrant Assessment Model (QAM) to determine the extent to which participants utilized the identified competencies in their work. Particular importance is research that examines the extent to which organizational patterns and processes facilitate or inhibit community education leaders in utilizing acquired competencies.

7. Develop instructional strategies and materials that will help community education leaders acquire essential human and conceptual competencies. Performance based instruction in the human and conceptual skills is at the rudimentary level as compared with the technical area.
8. Develop a variety of affective measurement procedures for identifying prospective participants in higher education training programs who are relatively high in human and conceptual skills. Research (Katz, 1974) indicates that leadership training programs will be more successful if they screen applicants and enroll only those already having a relatively high degree of human and conceptual skills, and provide opportunities to apply those skills to a variety of situations.
9. Create a three-year Master plan to eliminate the continuation of fragmented developmental projects. This plan should provide for the integration of projects over several years so that there is a direct relationship between previously funded projects and current projects.

These suggestions indicate that competency development is in its infancy. Although community education literature is replete with articles pertaining to training, quality curriculum materials related to the identified competencies

have not been developed. Finally, if substantive results are expected from past and future TACD projects, the Community Education staff should consider funding technical assessment curriculum development projects for more than one year. The validation of the total competency program is a continuing long-term need.